

## Assessment of Use of Opportunities to Respond

Use this observation sheet to tally the number of opportunities to respond during a selected instructional activity. Have someone observe your instruction or review a recorded version of your instruction. Using this observation sheet can help you determine if the current instruction is providing a reasonable or helpful amount of response opportunities for students.

Directions: *Make a tick mark for each opportunity provided to students. If desired, circle each tick mark if student responding is accurate/correct. Calculate totals at the bottom.*

	Day 1	Day 2	Day 3
<b>Instructional Content Observed</b>	<input type="checkbox"/> Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Other:	<input type="checkbox"/> Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Other:	<input type="checkbox"/> Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Writing <input type="checkbox"/> Other:
<b>Format</b>	<input type="checkbox"/> Large Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual Instruction	<input type="checkbox"/> Large Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual Instruction	<input type="checkbox"/> Large Group <input type="checkbox"/> Small Group <input type="checkbox"/> Individual Instruction
<b>Instructional Activity</b>			
<b>Opportunities to Respond (OTRs)</b>			
<b>Total OTRs</b>			
<b>Total Minutes</b>			
<b>Average OTRs per minute (Total OTR/Total Minutes)</b>			
<b>Total Accurate OTRs</b>			
<b>Total Accuracy (Accurate OTRs/Total OTRs)</b>			

Generally speaking, whole class or large group instruction should have, on average, 4 to 6 opportunities to respond per minute. For small group or individual students, rates should range from 6 to 12 opportunities to respond per minute, depending on the students receiving the instruction. These are general rates that are linked to positive outcomes for students in those respective settings (see MacSuga-Gage and Simonsen, 2015). When using this form, it's helpful to establish a baserate of opportunities to respond and to set a goal to increase them if they're below an ideal rate.

### ***References on Rates of Opportunities to Respond***

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- Sutherland, K. S., & Wehby, J. H. (2001). Exploring the relationship between increased opportunities to respond to academic requests and the academic and behavioral outcomes of students with EBD A review. *Remedial and Special Education, 22*(2), 113-121.